

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
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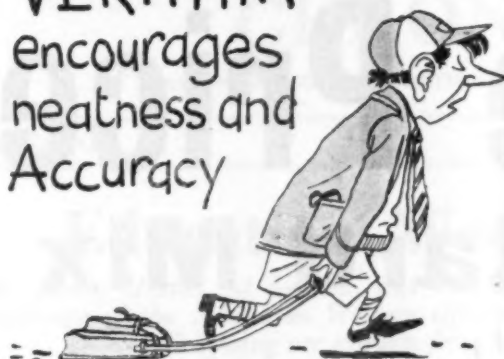
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# The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,393. Vol. CL.

APRIL, 1958

## Education Welfare Officers

*Mr. James Heaton, of Salford, was elected president at the sixty-seventh annual conference of the Education Welfare Officers' Association in Cardiff this month. Following are extracts from his address to conference.*

Recalling that he was the oldest serving member of the executive council and had been their general secretary, Mr. Heaton said that during the occupancy of that office he had been made aware of the mighty endeavours the members made to live up to their precept "For every child a Chance." For instance at conferences held at the beginning of this century resolutions were passed recommending the inauguration of a school meals service, demanding an adequate school medical service, recommending the provision of footwear and clothing for school children and a superannuation scheme for officers. They had left to them a heritage of which they could justly feel proud but they must strive to keep the torch of progress burning. There was still a long road ahead and they were still patiently waiting for the Minister of Education to fully implement in this year of grace, 1958, the Education Act, 1944.

Mr. Heaton continued: "County colleges are still a dream of the future and schools like Eton and Harrow are still outside the orbit of our national education system. Some of us think that it would be an advantage to supply every school child with school meals even if this causes a reduction in the family allowance. It is still possible to hear of parents who refuse to allow their children to take up a place in a grammar school because of financial hardship. Children are still going to school without having had any breakfast and the conditions under which some of them live is beyond description. And while this association has always maintained a non-political bias, it must be said that the present Government has in its decision to pay block grants to local authorities struck a further blow against the child. The 1944 Education Act did try to give every child an equal chance, now a child's educational opportunity will depend, to a large extent, on where he happens to live. The block grant will restrain authorities from new developments in education because the total cost of such developments would have to be paid for out of the local rates."

As an association, said the President, they were still maintaining in spite of many obstacles their place in the front line in the fight for ever greater educational opportunities and ancillaries for our school children. The conference agenda proved this. Upon examination

it was found that two-thirds of the resolutions were concerned with the welfare of the child. "One of the biggest obstacles to progress" he went on "is the lack of liaison between those bodies which are directly concerned with the vast problem of education. We know that every year over five hundred million pounds are spent on education and, we must have some doubts as to whether the country is receiving value for this expenditure. Surely it is absolutely necessary that there should be more liaison between those bodies concerned with the administration of our educational system. We have a vital part to play in the winning for every child a happy and a useful school-life and the sooner this fact is realized by the associations concerned the sooner will progress be made. Judging from reports of recent conferences of teacher and head teacher associations, there is apparently some concern over the problem of irregular school attendance and yet there is no evidence that these associations consult us. One of these associations has recently discussed the question of the issue of medical certificates by doctors to school children and just at this time we were in the midst of delicate negotiations with the British Medical Association, on this matter. Another association sought an interview at the Ministry of Education and there persuaded the Ministry to issue new regulation: with regard to registration and these regulations, in our own experience, cause further complications to our work.

"These are only a few of the handicaps under which we carry out our task of ensuring that the citizens of tomorrow receive to-day that education which will help them to face up to the challenge of automation and the atom bomb. I am amazed at the results we achieve considering the machinery at our disposal. Some of our employers still think as their forebears thought at the commencement of the century. Even some of the forms used in our departments were edited nearly fifty years ago. It would be revolutionary to suggest, for instance, that when new schools are planned, consideration should be given to the provision of a special room for the education welfare officer to use as an office where he could interview parents and children. We spend too much of our time chasing parents who are working and who, in their own and their children's

interest, should be coming to us. More of our officers should be motorised and should not have to depend on local transport services. When problem families are being discussed at co-ordination and probation committees, the school welfare officer directly concerned with the families should be present. As I see it no juvenile court can deal fairly with any child brought before it if the school welfare officer is not present in court to report on his knowledge of the family background.

"With regard to the cost of the educational services to-day, the association could advance some ideas to the Minister pointing out where economies could be made without interfering with the quality of the service. The case of extra district children dealt with under Section 6 of the Miscellaneous Provisions Act, 1956, provides one avenue where a lot of money could be saved. It must surely cost local authorities more to make the necessary enquiries and complete the necessary forms than the amount of money involved. If the Ministry requires evidence to prove this, I am certain that our association could soon provide it. In another direction

money would be saved if our members were consulted about the poor attendance in our evening schools."

To enable them to carry out their many responsible duties even more efficiently Mr. Heaton said the association has tried, for many years to establish a diploma for Education Welfare Officers. A big stride forward had been made during the past year and it was for the members to decide whether they had set too high a standard. In making that decision he reminded them of Mr. Baglee's report on his visit to the Edinburgh Conference of the National Council of Social Service. In that report he stated that he was convinced that the service, without certification, was doomed. "I am convinced" added the President "that the lack of this certification is the only obstacle to our being graded into the A.P.T. Grades."

"Let us work together, therefore, to meet this challenge and prove to the country that as far as it is concerned the welfare of the citizens of tomorrow is in safe hands. Never lose sight of the value of your service to the community."

## "The Way Ahead looks Sombre and Perilous"

*Said Mr. Evan S. Owen, M.A., LL.B., of Stourbridge, in his Presidential Address to the Annual Conference of the National Union of Teachers*

### Block Grants—Educational Finance.

"Professor W. O. Lester Smith," said Mr. Owen, "has ably shown that one of the great principles of the Education Act of 1944 was that it aimed to create a unity of our educational system centred on the Minister of Education—a unity rightly expressed in diversity, but in an ordered and planned diversity. Now we are asked to believe that this growing unity, still imperfect in equality of opportunity but gradually evolving, can be fostered and maintained by decisions at the circumference taken against a background of financial difficulty. I have much faith in the willingness of local education authorities to make the 1944 Act a living reality. I doubt their ability so to do within the financial arrangements now proposed, particularly when they have been heralded by a series of economy decisions and exhortations that have struck chill into the stoutest hearts. Indeed, unless there is a last-minute change of heart, the way ahead looks sombre and perilous."

"It is a sad commentary on the ways of politicians that we should witness the spectacle of Ministers loudly proclaiming the need for educational advance on the one hand, and on the other, calling on Parliament to scrap the financial instrument which has proved its worth in promoting that advance. The fact that Mr. Henry Brooke, with his hypocritical words about 'freedom,' should succeed in introducing the Block Grant where Geddes, May and Ray failed, is not only an indictment of Parliament; it is also, to some extent, an indictment of ourselves. As a Union and as individual members,

therefore, we must recognize that the many recent assaults on our educational system sound a further call to constant and unwearied vigilance, and to an intensification of our co-operation with all men and women of goodwill who govern and administer the local authorities of England and Wales.

"One of the most insidious aspects of the attempt to persuade the public to accept the Block Grant has been the way its advocates have been suggesting that it will put an end to "waste" and "extravagance" in present-day educational expenditure. The whispering campaign that Lord Hailsham complained of last year has been growing, fanned by his own supporters.

"We who know how much the schools need more financial resources can appreciate to the full the irony of such baseless assertions. As a profession, we must lose no opportunity to show the public that, far from there being any truth in the assertion that too much is spent on education, the country must devote much more of its resources to the service if its children are to receive the sort of education they need in this modern age.

### Basic Principles.

"We must be on the alert to ensure that every attack on our educational system is repelled and the potential damage to the nation and its future made evident and opposed. In particular we must be constantly vigilant to ensure that due emphasis is given to those things which are fundamental to educational progress.

"My most rewarding work in the past three years has

been what I have been permitted to do as secretary to the Union's Consultative Committee on "The Curriculum of the Junior School." Our discussions and opinions, which are embodied in a report shortly to be published have naturally led each and all of us to a revaluation of the basic principles of our work, to a rethinking of our professional beliefs, and to a reassessing of our greatest needs. As stated in that report:

"We are bringing up children to live in a democracy, where ideally individuality is respected and social cohesion achieved without arbitrary compulsion. We have not to choose between moulding minds to a known pattern or bringing up rebel individualists. We would advocate an education which has a strong social relevance but where the potential powers of each individual are quarried so that he becomes an active, generating force in society.

"Indeed, I believe that the freedom of the individual is a sacred trust, and that one of the great problems of to-day is to ensure that tutelage is not so all-embracing that it limits and holds back the development of personality and character.

#### The Primary School.

"Over and over again I have found myself returning to Professor Dewey's very wise saying:

'I have never been able to feel much optimism regarding the possibilities of higher education when it is built upon warped and weak foundations.'

How little has this been regarded in certain quarters in the years since the war! How often have the basic essentials of our educational system been sacrificed to enable the weight of our effort to be placed elsewhere!

"When the now rather notorious 'bulge' left the primary schools many of us hoped that it would be possible to bring about some easement in staffing and size of classes, and some improvement in the hundreds of deplorable buildings still in use, many of which are on the original 'Black List' while others would certainly find themselves included if such lists were compiled to-day.

"It is high time it was realized that the primary school has its own essential tasks to perform, tasks which can be accomplished only if due weight is given to them. Amongst these is the necessity to ensure that the basic tools of learning are given every attention. Throughout our educational system a constant battle should be waged against backwardness and retardation, but if in the early years we had the means to conduct the battle with all the skill and knowledge we possess, the problems of the later years would be much eased. Let us get rid of the old idea that the smaller the child the more children can be put into a classroom. Give the primary school teachers a chance to deal with their pupils as individuals and a surer foundation will be laid on which to build in the secondary school.

#### Staffing.

"The Hadow doctrine of working through streaming is now much discredited and unacceptable to most educationists. It is impossible to ignore the importance of individual variation from year to year and between one skill and another. For many purposes the modern boy or girl of primary school age will work best in mixed ability groups of reasonable size. What is abundantly clear, however, is that we shall waste a wealth of talent,

as well as fail in our professional duty, unless we have sufficient staff to teach in small groups for certain purposes the least able, the most able, and those temporarily retarded through illness, emotional strain, home circumstances, or some other cause.

#### The Future.

"Indeed, at all stages of education adequate staffing is the key to genuine progress. An Education Act which was moulded around the central idea of individual consideration for each child in his spiritual, moral, mental, and physical growth cannot be brought to full and vigorous life if, through lack of teachers, instruction is limited to rigid groups. The educational needs of the second half of the twentieth century demand buildings which will permit the withdrawal of small groups or even individuals from the main stream of the work of the school, and demands, equally, teachers available to aid and guide them. At present we waste a wealth of ability because we are too often unable to give the right help at the right time in the right place.

"These defects bear hardly on our efforts, often of a remedial nature, to see that each child has the chance to develop his gifts to the utmost, whatever temporary or more persistent difficulties he may be suffering. Equally the lack of adequate laboratories, workshops, and other rooms in many schools prevents the more able pupil from working on his own, and robs him of the conditions in which the growth of self-help and self-reliance can be fostered. At this stage, also, far too many pupils in our maintained schools have to proceed as best they can



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with their individual studies sitting 'at the back' of another class, and far too many teachers have to try to cope simultaneously with different groups of pupils of widely varying ability, who all need detailed assistance. The essential need of this country to-day is far more teachers.

"I have dwelt on the needs of the primary school because it is nearest to my present interests and because it has not received sufficient attention. The problems of the rest of our educational system are vitally important but they are probably better known and better charted. The need to provide technical studies everywhere; the need to copy generally the provision of advanced and special courses already tried and proved valuable in some areas; the need to re-define the right division between secondary and subsequent education of all kinds; all these needs are known and recognized by many people, and the necessary reforms are only held back by the will to make the necessary financial sacrifices.

"With primary education it is otherwise. In many ways it is not only the will that is lacking but all too often the understanding of the nature of the task and the importance of the challenge. And yet it is in these schools that we find a surprising certainty of aim, and, in our freely evolving system of education, a surprising homogeneity of purpose.

"Lest this address should seem to be largely inclined to the pessimistic I would emphasize that, in spite of the frustration and difficulties, the teachers of to-day can rightly feel proud of what they are striving to do for the youth of the nation. Too often their achievements are unknown. I would like to say, too, how much I look forward to the institution of three-year training as a minimum for all normally trained teachers. This long awaited and very necessary reform may bring many benefits. To me, in a difficult and ever more complex world where the guiding of our future citizens becomes daily more arduous and more important, training must offer the chance of a greater maturity than has formerly been possible. Professionally we may have much to learn after we start teaching and throughout our teaching life, but we must grow intellectually before we leave college if we are to achieve that balance which the good teacher should have.

"A hundred years ago Cobden said:

'This is a period in the world's history when the very security, the trade, and the progress of a nation depend, not so much on the contest of arms, as on the rivalry in the sciences and the arts which must spring from education.'

In the world of to-day his words echo with a new and even more potent significance. Our future depends absolutely on a mutual trust and understanding promoted by the best possible education of the individual, and on the utilising of individual aptitudes and abilities to the utmost through proper educational provision. Only a change of heart in this nation towards its schools and its teachers will serve its needs in the world of to-day."

**Dr. Thomas Parry**, Librarian of the National Library of Wales, Aberystwyth, since 1953, has been appointed Principal of the University College of Wales, Aberystwyth, as from October 1st, to fill the vacancy caused by the resignation last year of Mr. Goronwy Rees.

## Awake, it is Day!

*The Presidential Address of Miss P. Thomas (Cardiff) to the Annual Conference of the National Union of Women Teachers.*

The motto of the Cardiff Branch of the Union, said Miss Thomas, is "Deffro, mae'n dydd"—"Awake, it is day," and they had heard many voices shouting "Awake" to the Government in this field of education, but it appeared to be sunk in a Rip van Winkle slumber; it only murmurs in its sleep and sinks back again, apparently oblivious of the educational needs of the young people of our nation.

Miss Thomas continued: "We have been pioneers in universal education and have developed a system that was second to none, but we cannot be content to sit back, contemplate past glories and achievements, and neglect our obligations to provide an adequate education on the right lines in a world that is vastly different from the one in which we grew up, which requires a very different training and preparation against the fierce competition from nations which are more awake to the needs of our times.

"With the coming of automation workers will have increased leisure time and there is great need for the development of cultural education to provide activities for this. Without it, we are likely to be faced with increased delinquency problems. As teachers we know that the proverb "Satan finds mischief for idle hands to do" may be trite but is true.

"We have seen the end of an age which depended to a large extent on brute strength, on an unlimited supply of unskilled or semi-skilled labour. Those days are gone and the need now is for the engineer, the technician, the mechanic, the man or the woman who "knows how." That being so, these changes should be reflected in our educational services. Education should be continually changing and adapting to the needs of the times, for the basic and unaltered function of education is surely to train the growing child to take its proper place in the world in which it lives. It is impossible for this to be done until the government of the day recognizes these changes and makes provision for them from the early years of a child's school life. We must start from the beginning, not near the end.

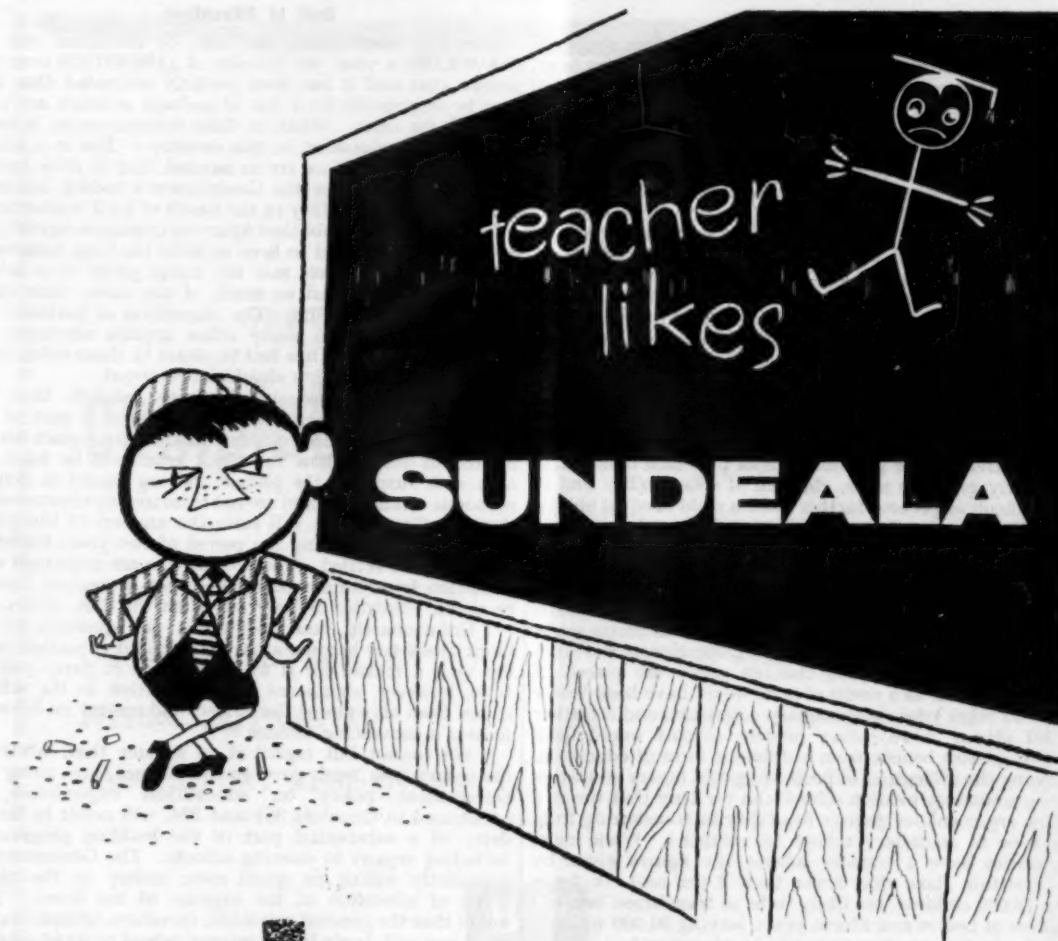
### Ministry a Jumping-off Ground.

"During these past years the Ministry has been a 'jumping-off' ground, a place to try out the capabilities and potentialities of a Minister. If he passes the test, he is promptly transferred from this most vital service of all to another field. How can there be any coherent or stable policy under these conditions?

"When we consider the national needs, both actual and potential, in administrative and technical staffing, we realize that we cannot afford to neglect any of the nation's children, or to discriminate between them. At this time the opportunities offered for a child's education vary considerably and depend on factors that should be irrelevant—on the area in which it lives, its sex and even the year in which it was born.

"We all know the difference that small classes can make to the teacher-child relationship but how many of the children born immediately after the war have been able to profit by individual attention in school and how many of them have been educated in overlarge classes? We can never go back but we can wonder why such inadequate measures were taken to provide for what was, after all, not a sudden influx. Rip van Winkle enjoyed a sound sleep and did nothing to benefit the education of these children!





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### Secondary Education.

"Knowing how the provisions for the secondary stage of education vary so considerably throughout the country, the question of home geography can be an over-riding factor in a child's future. The grammar school intake is as high as 60 per cent. in parts of Wales—I refer to Flint—and here it is generally much higher than in England, for Wales, like Scotland, has always placed a high value on education for its cultural purposes even more than for its commercial uses. Such a high intake implies a certain amount of wastage. There are children receiving a grammar school education who might derive greater benefit from another type of secondary education. We may, perhaps, regard this as one of the reasons for the numbers of children who leave the grammar school before the age of sixteen years or who, though they complete the course, take no examination and proceed no further, being apparently content with the cachet of having attended a grammar school. Nevertheless, we must remember that entry to the university and the professions and to some apprenticeships is still mainly through the grammar school or the independent school. Thus, in areas where grammar school provision is not on a sufficiently generous scale, children of some ability find it very difficult to proceed further while a child of equal ability perhaps living in the same district but under a more responsible authority, would have proceeded to grammar or technical school and then on to some higher form of education or apprenticeship. We may also remember the 78,000 children out of a total of 640,000 who are estimated to have been wrongly placed in 1955. This estimate made by the National Foundation for Educational Research suggests that some 39,000 children who were placed in grammar schools as a result of tests would have been better suited to other types of secondary education, and a further 39,000 placed in secondary modern schools would have derived greater benefit from a different form of education. Knowing the difficulties of proceeding to a higher education from a secondary modern school, can we deny that this is a potent argument for greater flexibility in transferring from one type of secondary school to another? While most authorities have a transfer scheme the figures given by the Institute show that fewer than 2 per cent. or fewer than 12,000 children, are likely to be so transferred between the ages of twelve and fifteen years, leaving 66,000 wrongly placed. Is this equal opportunity in education?

### The Block Grant.

"Under the pernicious system of the Block Grant, a policy which the Government is bent on pursuing despite the very active protests of practically all of the major organizations concerned with education, the matter of geography will become even more important to the future of the child. The disparity in the provisions made by the progressive authorities as compared with the more retrograde ones will widen, to the detriment of children who have the misfortune to reside in the latter areas. The more progressive authorities will be hampered and will continually have to justify their expenditure on education to citizens who do not always recognize the necessity for it. Increased power is to be placed in the hands of local authorities, we are told, although we are also told that the Minister will continue to intervene, if necessary, so that we wonder whether more freedom is, in fact, being given to local authorities or more to Government. Some authorities, as we know from their records, are already backward in providing for the children in their care: they are now receiving encouragement to proceed on their parsimonious and unenlightened way, for the block grant will be a direct encouragement to retain large classes and so save the salaries of the extra teachers necessary to bring the size of classes down even to that now advocated by the Ministry.

### Cost of Education.

"In five years' time the cost of education will be £700,000,000 a year, an increase of £150,000,000 over the present cost and it has been publicly estimated that this may be responsible for a rise of perhaps as much as 7s. in the £ on the rates. What, in these circumstances, is to be the future of education in this country? Has it a future at all? We may, if we are so minded, find in these figures one of the reasons for the Government's sudden desire to place more responsibility in the hands of local authorities.

"Looking at the published figures of increased expenditure on education, we need to keep in mind the large number of children in the schools and the rising prices from which education has suffered as much, if not more, than other aspects of our daily life. The imposition of purchase tax on books and on so many other articles necessary for educational purposes has had its share in those rising costs and this whole question should be reviewed.

"The Minister has stated clearly enough that the re-organization of local government finance is part of the Government's measures against inflation, but when we are invited to observe how the block grant will be fixed, we note with suspicion the phrase 'having regard to general economic conditions,' and are not reassured by the statement that the Government will raise the amount of the grant, where necessary, during the period of two years for which it will first be settled. Those of us who are concerned with education know to our cost that, when economies have to be made, education is only too often the first victim.

"Unfortunately, and inevitably, the question of the block grant has become a party issue and education is far too vital a matter for it to be involved in party politics. It is, however, significant that opposition to the scheme comes from all sides of the House, and indeed we have yet to hear a convincing defence of it.

"We cannot but regard it as sinister that, while the discussions on local government finance are going on, Government policy on educational expenditure, as announced in Circulars 331 and 334, will result in further delay of a substantial part of the building programme, including repairs to existing schools. The Government is apparently willing to spend some money on the higher levels of education at the expense of the lower. They forget that the greatest scientists, inventors, administrators, what you will, begin in the infants' school or its equivalent, pass through the primary school and then go on to the technical or grammar school. Without adequate grounding at lower levels, what hope have we of ever having sufficient numbers at the top? It is not with the very occasional genius that we are concerned—the child that will reach the top in any event—but with the numbers of conscientious, well-informed, capable technicians and the like who carry out the ideas and on whose ability to cope with routine requirements so much depends.

"Let us remember, too, that most children in this country pass through the primary and secondary schools and only a comparatively small number will benefit directly from the higher centres on which the Government is prepared to spend money. Are these, the vast majority, to be the victims of the Government's ill-advised and short-sighted methods of economy? For, make no mistake, it is a matter of economy. The call has gone out to local authorities to economize and, as some 85 per cent. of the monies to be included in the block grant have hitherto been spent on education, where else will they be able to economize so easily as in the education service?

### Rural Reorganization.

"Once again, too, rural re-organization has been delayed and retreats a little further into the misty and problematic future. The Minister admitted in the House on November 7th, 1957, that a total of thirty-one new secondary modern

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schools proposed for rural areas had been cut from the building programmes for 1958-59. Surely the country child has as much right as the urban child to be educated in a modern building equipped with all the amenities that can exist in them? Otherwise where is the equal educational opportunity for all children?

"This machine age has brought mechanization to the land as well as to the factory, and a farm worker has just as great a need to understand the working of the tractor and other farm machinery and to be able to repair it as the worker in an urban area needs to understand the machinery with which he comes in contact.

"Many of the minor improvements planned for rural schools have also had to be cut for we find the programmes submitted by the authorities have been slashed; one authority, Lancashire, had its plans for 1958-59 cut from £539,000 to £160,000, and the period it covers extended from twelve to fifteen months. When we learn of conditions in many rural schools, we wonder how long the trade unions would tolerate such conditions for adult workers.

"The differences in buildings are great between many rural and urban districts, and are almost as great between one school and another in the same area. Many children go to schools that are all that they should be but there are still far too many who attend schools that are old and decrepit, and grammar schools can be just as unsatisfactory as others. Children and staff alike look with envious eyes on schools built since the war possessing the amenities that should be available to all children. Complete overhaul of the old schools, a number of them built in the last century, is still delayed by the Government despite the wishes of many authorities to improve them.

#### Need for Parity.

"Much lip service is given to the need for parity between the various types of secondary education. For a considerable time grammar schools were considered to be very much more important than the other types and now the emphasis is moving to the technical school, but we must remember that the vast majority of the population, something over 70 per cent., is educated in the secondary modern schools. Must their needs and importance continue to take a very poor third place? There is great uncertainty about the function of the secondary modern school and its main purpose, but one thing is certain; it is not meant to be a second- or third-rate grammar school. Its future does not lie along purely academic lines, the children whose bent is in that direction should be in the grammar school streams. Its function is to develop the child's natural aptitudes and guide it into the type of work best suited to its abilities, whilst instilling standards which will make the child willing and able to accept the privileges and responsibilities of citizenship in a communal way of life. This type of school has the greatest freedom of all to experiment because it caters for the widest range of abilities and tastes.

"Not only are there very great differences in opportunity depending on where a child lives, but there are even greater differences when we consider the sex of the child. While no boy should be debarred from his chosen work because of his sex, this should apply also in the case of girls, but the barrier is almost entirely raised against the female sex.

"When we consider the educational and vocational opportunities open to children, it is not sufficient to compare those obtaining in varying parts of this country or on account of sex: we need also to look at the rest of the world and, while we pride ourselves on our achievements for peace in the field of nuclear physics, we must not overlook the great scientific and technical achievements of other countries. The top band of scientists in any country remains, of necessity, a small group for genius is a rare quality and it is above national boundaries. Yet the successful working out of their ideas depends to a

considerable extent on the number and quality of the technicians and engineers and on the administrative staffs who have much to do in the successful organization and production of their projects. In this field we are bound to face the fact that Russia trains 80,000 engineers a year and America trains 30,000, and that we are very far behind America. In proportion, Russia spends four times as much on education as we do; America and Western Germany each spend twice as much. America has now agreed to the President's plea to spend a further 1,000,000,000 dollars. In this country, however, we are economising, and this at a time when the leading nations of the world are expanding their educational programmes.

"We get very good value for our money: some may think that we get very much better value for what we spend on education than for what is spent in other fields, but money spent wisely on education is an investment for the future. Without it we have no future.

"When all British children enjoy an education equal to the best in the world, when every child, irrespective of sex, colour or home geography, is given the education best suited to its needs and capabilities, is helped to train for the job that it *can* do and wishes to do, when it enters that career knowing that it can travel as far as its capabilities will allow, and that merit and suitability alone are the criteria by which it will be judged for promotion, then and then only can we say with truth:

Deffro, mae'n dydd—Awake, it is day."

### The Rising Cost of Education

Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education speaking at the opening of two schools in Norwich, pointed out that the recent statement that educational expenditure in England and Wales would rise by about £26 million next year, only related to expenditure by the Ministry and did not include the increased monies which must come from local rates. "It shows," said Sir Edward, "that the Government are in earnest about the educational building programme, and the achievements of the last few years will continue in the years which lie ahead."

#### The Cost of Replacing Old Schools.

At the opening of Sheringham Secondary School, Norfolk, earlier, Sir Edward said that we had built 3,500 new schools in England and Wales since the war. They had had to concentrate on providing new schools to cope with the bulge in the birthrate and the creation of schools to cater for the new concentrations of housing. "When we have finished this task, we must turn to the replacement of schools which could and should have been rebuilt before the war. This will be a formidable task; one rather optimistic estimate which I have seen puts the cost of replacing old and bad schools at no less than £600 million."

For those who want to enlarge their knowledge of France, the French language and the French way of life, the second series of "Brains Trust" programmes from Paris, "The French on the French," which starts on Thursday, April 17th in Network Three, will be found both helpful and novel—as many listeners discovered who heard the first series last autumn. French speakers will again be heard answering, in French, listeners' questions about France and the French point of view. Difficult words, phrases and idioms will be translated, and the speakers' answers summarized in English.



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No. 3393

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**Month by Month**

**Co-Education.** It is surprising, and rather puzzling too, that the Pope's condemnation of co-education last month should have

attracted so little notice. One or two daily newspapers very briefly noticed Reuter's message from the Vatican City. Educational and religious papers generally ignored it completely. The announcement should, in fact, have been given the publicity which its importance requires. Its importance lies not in its reasons, which English people will probably find most difficult to understand, but in its consequences. The Pope, according to the brief report mentioned, has expressed his disapproval of co-educational schools. Mixed schools are morally wrong. Mixed families, presumably, cannot be similarly condemned since they are God's doing. The Pope has ordered that no member of a Roman Catholic religious order may become headmaster or mistress of a co-educational secondary school "except in case of extreme necessity." An instruction has been issued by the Congregation of the Religious, the Vatican department in charge of members of religious orders, that where co-education is unavoidable, boys and girls should not take part together in physical training, sports or games. Meanwhile there is in England a considerable and steadily increasing number of mixed or co-educational secondary schools of Roman Catholic foundation. It is true that many of those which are maintained by local education authorities are not conducted by religious orders. The fact remains, however, that co-education *per se* stands condemned as something which at best must only be tolerated in cases of extreme necessity. Presumably in all these schools it will be necessary in future to have separate sports days for boys and girls. The same moral reasons would seem to require male and female spectators respectively and to condemn mixed gatherings. What of the school work generally? New schools are being proposed and erected as "mixed" or co-educational schools. The local education authorities will have agreed to their provision and maintenance on the understanding that they shall be run as such and that necessity shall justify the separation and segregation and not the co-education of the boys and girls in the classroom. There is room for single sex schools and there is room for mixed schools, but no-one to-day will seriously seek to justify the old "dual" school, where the worst features of both types of school tended to prevail. It is indeed doubtful whether the Ministry of Education now recognizes "dual schools" at all. It is a depressing thing to call to mind the fact that Stalin in his later days also condemned co-education and decreed its discontinuance at the secondary stage.

It must be frankly admitted that it is not in Vatican City alone that prejudice against co-education prevails. The Ministry of Education, in response to local representations, has refused to approve the Staffordshire County Council's proposal to admit girls to Brewod Grammar School. The Minister is "not satisfied that it will be necessary in the immediate future" for Staffordshire girls attending Wolverhampton Girls' High School to be accommodated at Brewod Grammar School. He is accordingly not at present prepared to include

in a building programme the proposed additions to Brewood Grammar School. The Minister suggests that a decision on the future organization of the school should be deferred until it is clearer what other secondary provision will be needed in that area. The Minister's refusal to approve the present proposal is "without prejudice to his decision on any future proposal in relation to the school." This postponement will allow time for the opponents of the enlargement of the school and the admission of girls thereto to re-consider their objections. The *Times Educational Supplement* gave an unprejudiced report of the decision but, somewhat unfortunately not "without prejudice," headed it "Brewood saved by Minister."

### Salary Proposals.

THE National Union of Teachers has formulated proposals for submission to its Easter Conference. It may be confidently assumed that, before these notes are printed, the proposals will in fact have been approved. The next step will be their submission to the Burnham Committee. Other constituent members of the teachers' panel may similarly formulate and submit proposals for a new salaries structure. It is unlikely that a united teachers' panel would support anything less than the proposals approved by the N.U.T. at its annual conference. Press reports indicate that once again the Union is not prepared even to let the present Burnham Reports run their brief three years. Local Education Authorities on the other hand show no desire to disturb the present agreements until they have run their course. Press reports, like the Burnham Scales themselves, can seriously mislead the public. In this case, the N.U.T. proposed new basic scale has been given as a headline in itself. The unwary reader does not know that the figures are purely basic and that additions thereto will also be claimed by practically all members of the teaching service. The magnitude of these additions in relation to the basic figure can also be quite amazing. It is unfortunate from every point of view that the Authorities do not propose—since the teachers apparently will not do so—simple, straightforward and adequate salary scales for the various clearly recognized posts in the schools and abolish all extra payments. Other professions do this and it is not necessary to employ staff simply to interpret a fantastically complicated salaries agreement. The advent of the three years' training course should mean the abolition of increments for training. Now that headships to grammar schools are without exception confined to university graduates, there should be no additional payments for what are essential and basic qualifications. Technical and Art Colleges are in difficulties because of the unrealistic division of assistants into two grades and the wholly arbitrary requirement that, regardless of the quality either of the teacher or the work, there shall be a minimum proportion of Grade B assistants on the staff. It is only natural that, so long as there are two grades of salary for the same kind of work, teachers should refuse to accept the lower grade. Editorial comment in the *Teachers' World* last month blames the Burnham Committee for the present misuse of "graded post" payments. "The Burnham Committee," the comment states, "created this stupid scheme of special payments." Newly qualified science teachers are claiming an extra £75 or even £125 a year. The writer suggests that next

year it may be £125. "This," he says, "is inflation in its traditional form." He fails to see how any Head or any L.E.A. can possibly offer a graded post to a teacher who has not completed his probationary year. Yet something of the same kind is happening in Technical Colleges everywhere. Last month the Ministry of Education issued to local education authorities a memorandum based on recommendations of the Burnham Reference Committee, which added still more to the "extras" which are the most notable feature of the present salary structure. All degrees from B.A. to D.Litt. and D.Sc. awarded by Leicester University will attract additional payments not only for graduate qualification but good honours too. The Burnham Committee has amended the Further Education Report so as to make lecturers, senior lecturers and heads of departments eligible for additional increments in respect of industrial, commercial or professional experience. Such increments may be as obviously due to an assistant as are increments for teaching experience. Such is not the case, however, with the higher grades on further education staffs. Their qualifications and experience, as well as their personal qualities, must be such as to win them promotion to lecturer rank or beyond. For this they are placed on special and more remunerative salary scales. The new order (Statutory Instrument, 1957, No. 2198) in effect now requires that such teachers shall be paid twice over for experience which, at the assistant grades, is naturally and properly remunerated once and once only.

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### School Health Service.

THE Birmingham Education Committee took courageous and enlightened action when, despite strong Socialist opposition, it decided to make its school health service available to pupils of independent and direct grant schools as well as to schools maintained by the Local Education Authority. In the Special Services Sub-Committee, where the proposal originated, approval was given by a bare majority of one vote. In the meeting of the full committee, both Labour and Conservative members voted for the proposal and an amendment to refer it back "for further information" was defeated. It was reported that some 4,000 to 5,000 children—about half of all who attend independent schools—will take advantage of the Authority's service. The cost will be about £4,000 and will be covered by the current provision for the city's school health service. The leading opponent of the proposal, Councillor Eric Eames, said that it would lead to increased expenditure just when the Government was calling for the strictest economy. The chairman of the Education Committee, Councillor Jack Wood (Labour) had no hesitation in declaring that the proposal was fully in harmony with his political belief in the equality of all children. Another Labour supporter, Councillor V. Turton, expressed surprise that any of his party should oppose "a little Socialism" when it was presented to them. The happiest feature of the debate was the priority given to the needs of the children concerned. The decision of the Birmingham Education Committee is logical as well as just. Part III of the Education Act, 1944, has now come into operation and independent schools, both public and private, have new rights and obligations. It is appropriate that at such a time a leading and notably progressive local education authority should so readily offer their services in this way.

### Mercers' School.

THE announcement of the closure of Mercers' School, in the City of London, next year comes most inopportunistically for the very reason mentioned in another connexion above. *Education* in its editorial comment expresses with great moderation what many people must think about this strange news.

April 1st sees Part III of the Act in full operation. It remains to be seen, however, whether the Ministry of Education will act as positively in some of the more glaring cases which will come to their notice, as they have negatively in respect of this school, by rightly refusing direct grant status.

The Minister may have acted "rightly" in refusing direct grant but, we suggest, only in the sense that he was within his rights in so doing and that some of the conditions requisite for Direct Grant status may not at present be fulfilled. One would, however, have expected far more consideration than appears to have been shown in order to ensure the continuance of this historic school. It is difficult to understand why the Mercers' Company, after liberally aiding the school for centuries, should now be so utterly unable on any terms whatever to aid its rebuilding, if rebuilding is in fact an immediate and unavoidable necessity. Stranger still is the statement of the Master of the Mercers' Company relating to Aided School status, "The company," he said, "had been

advised that an approach to the local education authority for financial assistance for the school, by way of aided status, would also be unsuccessful" apparently because the present school and site are sub-standard. To an outsider it seems somewhat faint hearted to accept such advice. Surely the obvious course would have been for the Company, or rather the School Governing Body on which the Company is adequately represented, to have approached the London County Council as local education authority. It is difficult to believe that, if such an approach had been made and if both parties had met in a spirit of good will, this school could not have been given recognition by an amendment of the Authority's Development Plan. There is still room in our educational system for the small grammar school. The financial resources of the Company and of the many other friends of the school, might after all have been adequate to meet the half cost of new buildings which would be met by the Ministry of Education paying the other half. The Local Education Authority would then have to meet certain initial capital expenditure and to staff and maintain the school thereafter. It cannot be denied that a proposal thus to add a secondary school to a local authority's development plan and building programme presents great difficulties. The question is whether those difficulties, or the difficulties over direct grant status, are so grave as to be insuperable. It is to be hoped that even now all three parties actually or potentially interested may think again, before doing anything to implement the unfortunate decision to discontinue the school.

### Top of the Form Civics Quiz Surrey Schools Compete in Novel Competition.

Nine county secondary modern schools are to take part in an inter-schools "Your Town and District" knock-out quiz competition arranged by a committee of NALGO branches in East Surrey. The competition is believed to be the first of its kind. It will culminate in a finals night at Reigate early next term.

Schools participating are at Caterham, Earlswood, Gatton, Horley, Lingfield, Oxted, Redhill, Reigate and Westerham. The first contest, between Caterham and Oxted, was held at Oxted on March 12th. Each school team will comprise four members and each contest will consist of six rounds of questions dealing broadly with local history and the civic affairs of the neighbourhood.

The questions, selected by the chairman of the Surrey C.C. Southern Division Education Executive, Mr. H. Collinson, himself a retired head master, will be put by NALGO questionmasters.

The winning school will be presented with a perpetual trophy, with individual prizes for the winning and running-up team respectively. The competition organizer is Mr. Geoffrey D. Hood, of the Oxted branch of NALGO.

A U.K. contingent, of fifty Boys and twenty-seven Officers have joined members from Canada, New Zealand, Bahamas, U.S.A., Antigua, Barbados, British Guiana, Dominica, Haiti, Nevis, St. Kitts, Tortola, Trinidad and Jamaica (a total of about 600) at an international camp in Kingston, Jamaica, to mark the seventy-fifth anniversary of the Boys' Brigade.





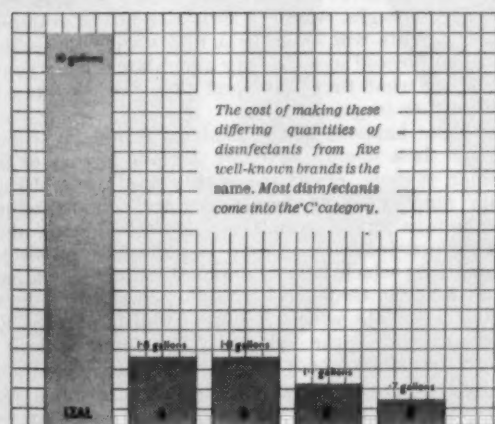
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# As the Administrator Sees It

(FROM A SPECIAL CORRESPONDENT)

## CHOICE OF SCHOOL

One of the most significant developments in the educational post-war world is the care which many parents are now exercising in the choice of schools. The Education Act allows this right and increasing numbers are taking advantage of it. It does not make the task of authorities any easier, and frequently admission has to be refused in the case of schools which are too popular, simply because there is no room. Nevertheless the tendency is there, and it will persist as more space is available in the schools after the bulge years have passed.

At primary school level, parents choose schools which have a reputation for doing well in the selection examination. Many educational pundits frown on this, yet these are the people who choose Preparatory Schools for their own children on exactly the same principle. The preparatory schools with scholarship successes to the major public schools will always be more sought after than those with less distinguished records. Similarly, State primary schools with good records in the selection examination do not lack potential clients to-day.

It is difficult to say what makes a school popular. Most frequently it is the calibre of the head teacher. Sometimes, however, it is a certain master or mistress who has a knack of getting their pupils through examinations. This is very marked when that particular master or mistress is promoted, perhaps to a headship in another school. When this happens a new path directs itself towards that school.

At secondary level the same tendency is at work. In the larger boroughs, where there is a choice of grammar schools, parents will make as a first choice the school with a good record in university and State scholarships. They know what they want and they are prepared to travel further to get it.

The same happens in the modern secondary school. Although these schools have not the long history of the grammar schools, every reasonably-sized town has a certain number of modern secondary schools which stand high in public estimation. Most frequently they are well-regarded because they prepare their pupils for examinations which have a national validity. Parents are not taken in these days by an expensively produced leaving certificate which has no validity outside the neighbourhood of the school. The headmaster of a modern secondary school who can show some examination successes and who can establish good contacts with local industries and with the local technical college will never lack potential customers.

Until recently technical colleges were regarded as places for the training of apprentices. But this attitude has changed. Parents are now realizing that technical colleges can offer very much more than this. They realize that many can offer full-time G.C.E. courses. A young person who attends technical college from a modern secondary school can add to the number of G.C.E. passes which he has already obtained at school. In the end he can produce a very good general certificate of education, one as good as that produced by many

children who, because they passed the selection examination at eleven, went through a grammar school.

These are new features of the education system, and they should be encouraged. Much of educational theory on secondary education seems to be based on the assumption that one kind of secondary school is good and the other kind is bad. In fact there are good and bad grammar schools and there are good and bad modern secondary schools. Parents are now realizing this. Some are even sensible enough to see that it is better for their children to go to a good secondary modern school than to a bad grammar school, particularly if they are border-line cases. They realize that, with the help of the local technical college, their children might in the end obtain a better certificate than if they had gone through a bad grammar school.

The freedom of choice which parents enjoy and are now using so freely will create many problems, but the end-result cannot be anything other than beneficial to the service as a whole. The day is passing when parents accept without demur anything that schools or local authorities provide for them. The modern parent knows what he wants and he is determined to get it.

## THE EDUCATION DEBATE

Only people with strong political opinions could find pleasure in reading the account of the recent education debate in the House of Commons. Initiated by Mr. Michael Stewart, the debate was conducted entirely on party lines. To the Conservative party speakers, all was well in the educational world; to the Labour party speakers nothing was right. There was a complete absence of the cross-bench mind. One longs for the day when a Conservative speaker will admit that some things are wrong in the educational system; one would welcome a Labour speaker who would affirm that certain features are very good indeed.

What is particularly irritating to many people is the claim of both parties that they, and they alone, have built the post-war schools. The Conservatives claim that out of 3,700 schools built since the war 3,000 have been built by the present government. The Labour party state that the Conservatives are taking to their credit the schools which came off the stocks from the building programme of their party.

Of course, both claims are wrong. This impressive achievement of new building has been made possible through the hard work of officers in education offices, of architects, of builders and, by no means least, the voluntary labours of members of local authorities. If members of Parliament persist in outrageous claims of this kind then we could be faced with Labour local authorities deliberately slowing down their programmes when a Conservative party was in power, and *vice versa*. In fact nothing of the kind happens, and it would be a very bad day for this country if it did happen.

It is strange that education, which deals with the welfare of lively children, should produce such dull and tendentious debates. Although the subject deals with children that is no reason why Members of Parliament should behave like children.

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## Progress of Technical Education

The Government's policy was to press ahead as quickly as possible with technical college building, said Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, speaking at the Sheffield conference of the Yorkshire group of the British Association for Commercial and Industrial Education. A special review of progress in planning building projects which had not yet started was now being undertaken.

Considerable progress had already been made, said Sir Edward. Altogether the building programmes so far authorized, covering four out of the five-year plan for expansion of technical education, included 300 projects valued at a total of over £60 million. Work to the value of about £12.4 million had been started in 1957, compared with £7.8 million in 1956. The value of projects completed last year was nearly £7 million, compared with £5.3 million in 1956.

Sir Edward referred to the challenge presented by the "bulge" when it passed from secondary education into industry. It would present this country with the richest potentialities that had come its way for many generations. Sir Edward reminded the conference that it was on the crest of an increased population that our first Elizabethan era was able to make such striking economic and colonial development. The combination of increased manpower and increased skills could be irresistible, he said.

The working population of Great Britain was likely to increase by one and a half millions in the next twenty-five years, and it had been estimated that the total population over the age of fifteen would increase by 3½ millions in the same period. The number of people not working was likely to increase faster than the number of people at work. This was a vivid reminder of the need to increase productivity per head of the population. Increased productivity must mean an increased demand for skill, and that was why the "bulge" was rightly described as an opportunity.

Considerable advance was being made along the route laid down by the Government. In the universities we had increased the number of students in science and technology departments since the war by about 154 per cent. and 134 per cent. respectively. The actual numbers in those departments had recently increased from 29,000 in 1955-56 to 35,000 in the current session. The plan was to increase this total to 55,000 in the mid-1960's.

Since the White Paper was published, full-time students in the technical colleges had increased from 63,000 to 76,000, and of these the number of sandwich course students had gone up from 1,500 to 4,000. About 1,400 students were now in courses leading to the new Diploma in Technology. These figures were the result of an improving partnership between technical colleges and industry.

Many firms were now training as many apprentices as they could handle, but a further big step forward depended on the firms who did not now have a training programme. There were some firms which ought to be undertaking a larger share of the training of future craftsmen and technicians, either through group apprenticeship schemes, establishment of joint training

centres or releasing young people for full-time courses covering the initial period of apprenticeship. Any advance in technical education in the colleges must be accompanied by a development of training methods in industry.

## Technical Education and Technical Advance

### Pioneering Role of Electrical Industry.

Russia, and to some extent the U.S.A., were still pioneering the development of natural resources on a continental scale within their own boundaries, said Mr. Geoffrey Lloyd, Minister of Education, at the annual dinner of the Association of Supervising Electrical Engineers.

"Increasingly," said Mr. Lloyd "the development of world natural resources will result in other countries making for themselves many of the products they now buy from Britain. Our future must therefore depend more and more on our ability to stay permanently in the vanguard of technical advance, so that we can offer the world products more highly developed than those which they are making for themselves."

The Minister said that the electrical industry were pioneers in the development of this new approach to the conquest of world markets. And, to them, the link between technical education and technical advance had long been self-evident.

"Electrical engineering," he said "accounted for 2,000 out of the 9,000 Higher National Certificates awarded last year, mainly to part-time students. But the industry were also amongst the first to realize that the complexity of modern technology made it increasingly difficult for many students to go on for professional qualifications by part-time study alone."

"There are now," he said "some forty full-time and sandwich courses in technical colleges approved for the new Diploma in Technology. The largest single group of students are the electrical engineers, with an enrolment of about 500 out of a total of nearly 1,400. The first diplomas will be awarded this summer to students in electrical engineering at the Birmingham College of Advanced Technology."

The Minister also congratulated the electrical industry on its development of courses for technicians and craftsmen. Industry generally had not yet fully grasped that it was not enough to put forward a general demand for more and better technical education. It was much more important to follow the lead of the electrical industry in identifying the jobs for which specific types of training were required, and then to co-operate with the technical colleges in setting up tailor-made courses.

The Commonwealth Institute Bill 1958 has received the Royal Assent and by Clause I of the Act the name of the Institute has now been changed from "Imperial" to "Commonwealth" Institute. The Imperial Institute was founded in 1887 as a memorial of Queen Victoria's Golden Jubilee. The change of name was first formally proposed in the Report of the Committee of Inquiry presided over by Lord Tweedsmuir (The "Tweedsmuir" Report 1952).



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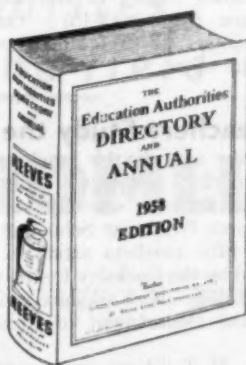
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## Television for Children

*An excerpt from a speech delivered by Mr. Hugh Carleton Greene, B.B.C. Director of Administration, at a Television Convention in Bad Boll, Germany. The Convention was organized by the Evangelical Academy for radio and television and was also attended by Sir Robert Fraser, Director-General of the Independent Television Authority.*

Mr. Carleton Greene giving an account of the effect of commercial competition on the B.B.C. television service from a financial, organizational and programme point of view, emphasized that the B.B.C. considered its function as quite different from that of commercial television. This did not mean that it was not at times worried by certain aspects of competition, and nowhere was this more true than in the case of children's programmes.

"This is perhaps in some ways the most difficult problem in British television to-day," said Mr. Carleton Greene. "In television as in sound the B.B.C. has tried to provide children with a full and varied service in which information, education and entertainment are blended. B.B.C. children's television has tried to help children to enjoy their leisure hours not only by providing them with good television programmes but also by encouraging them to engage in pursuits other than the watching of television. B.B.C. children's television has provided plays, serials based on famous novels, films (including wild west films), films of life in other countries, of travel, of wild animals and so on. There are outside broadcasts showing interesting places and events, programmes of light entertainment, information about books, music, science, sport, railways and so on; special newsreels, hobby programmes about painting, model-making, what to collect, cooking, sailing, photography, acting and stories for small children illustrated by puppets and drawings. There are regular programmes for deaf children.

"The pattern of children's television provided by the Commercial programme companies is very different. Where the B.B.C. has some carefully chosen wild west and adventure film series, such films are one of the main ingredients, eight or nine of them a week, in Commercial children's television. These films are either made in America or in England with mainly American money for an American audience. (In fact neither Commercial Television nor the B.B.C. can get on without American films, whether television films or old cinema films. One can't help wondering how a second network, whether commercial or not, would manage its programming in a non-English speaking country).

"Well, whatever the rights or wrongs of the children's television controversy may be, I should not be going beyond the facts in saying that there has been a great deal of public disquiet about the matter in Britain. Last November at a public meeting organized by the Council for Children's Welfare there were strong attacks on the amount of violence shown in films imported from America for children's television programmes. Sir Robert Fraser has expressed the view that such stories 'teach selflessness, honesty, endurance and our duty to protect the weak' and uphold the moral standards of western civilization, which may of course be the case.

"However that may be, I am sure we could all agree

that there is a serious problem here and one which responsible people in any country contemplating the introduction of commercial television would be well-advised to think about very carefully in advance. I see no reason for bodies like the B.B.C. and the present public corporations in Germany to be in the least ashamed of saying that they aim at doing good with their children's programmes and at encouraging interests which would take the children away from the television screen. I believe that in the United States children's programmes are regarded as among the most effective advertising media of all. I see no reason to suppose that it is any different in Great Britain.

Children's television has placed the B.B.C. in its greatest competitive dilemma: after all the children of to-day are the adult viewers of tomorrow. Perhaps Commercial television gives many, even most, children what they want. But is that the final, unanswerable argument?"

## BBC Sound and Television Broadcasts for Schools

At this time each year the School Broadcasting Council sends to schools a provisional timetable of school broadcasts for the next school year. The Provisional Timetable for 1958-9, which has just been issued, gives, in addition to the timetable of sound broadcasts, advance information about the programmes to be broadcast in the second year of the BBC's experimental television service for schools. In this second year there will be five programmes each week instead of, as at present, four programmes and a telerecorded repeat of one of them. They will be: Science and Life (Age: 12-14): Three terms; Topical Programme (Age: 13-15): Three terms; Visual Arts (Age: 13-15): Three terms; Natural History (Age: 11 and 12): Two terms; Mathematics (Age: 12 and 13): One term; English Literature (Age: 13-15): One term; Looking at Britain (Age: 13-15): One term; Careers (Age: 13 or 14): One term.

## Teachers Study the Use of Films

The film as a flexible teaching aid that keeps in step with a child's developing educational needs was the theme of a recent one-day visual aids course held at Hemsworth Grammar School in Yorkshire.

Over fifty teachers attended the course which was arranged by the Locksley Institute of Further Education, West Riding of Yorkshire, in association with the Education Department of Rank Precision Industries, Ltd.

Mr. A. H. T. Glover, author, film producer and former lecturer to London University in Visual Methods, demonstrated how film can help young people to understand the world into which they were born.

With films and colour slides he showed how the screen is invaluable throughout each stage of child education, contributing to the general background of the infant, to the widening outlook of the junior and to many of the curriculum subjects at the secondary stage.

Mr. Glover stressed that every teacher should acquire the necessary skill in operating film projectors. He demonstrated the working of three 16 mm. sound

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projectors, which was followed by practical tuition in groups so that each teacher gained first-hand experience of the machines.

Mr. R. L. P. Webb, Head of the Education Department of Rank Precision Industries, Ltd., showed a selection of new educational films from the G.B. Film Library. These included some of the latest Encyclopaedia Britannica productions and a colour film about international air transport entitled "Song of the Clouds," made by the Shell film unit.

### L.C.P. Diploma and the Burnham Committee

It will be remembered that in October last the College of Preceptors forwarded a request to the Burnham Committee asking "That the Diploma of Licentiate of the College of Preceptors should be added to the list of qualifications contained in the Report of the Burnham Committee on Scales of Salaries for Teachers in Primary and Secondary Schools Appendix V Part B, provided that the holder of the Diploma is already recognized as a qualified teacher by the Minister of Education."

The reply given to the Council at their last meeting stated that the application for the recognition of the Diploma as a degree equivalent for salary purposes had been considered by the Joint Committee of Reference and "was not approved."

#### Effect on the Teaching Profession.

Commenting on this reply the College Newsletter says "It is unfortunate that the Burnham Committee, like an exclusive club, does not issue any reasons for a rejection, so that members of the College, diploma holders and teachers in general must be left to draw what conclusions they can from such a reply. It can only be assumed that some compelling arguments were put forward against recognition by this sub-committee of Burnham.

"It must be made clear that the College Council did not enter lightly on this task for they are fully aware of the importance of maintaining educational standards—that was why the College was started 112 years ago and why through many troubled periods it has continued in existence. The first steps towards this request for recognition were taken eight years ago after the syllabuses had had their most recent revision. Preliminary enquiries were made of the Ministry of Education and the advice received and acted upon, was to keep candidates' scripts until sufficient evidence had accumulated. Two years ago it seemed that the evidence was sufficient and during the past two years, the Council has been seeking the best advice possible on the case for the recognition of the L.C.P.

"The decision of the Burnham Committee is an unfortunate one for the teaching profession in general for the impression is left that graduate status can be achieved by almost any method other than by a study of subjects connected with education. Appendix VB to the Burnham Report contains a list of seventy qualifications which are accepted and even a cursory glance makes one wonder why, if some of them have been included, the L.C.P. has been rejected. Doubt grows with a deeper study. Many teachers seem not to have read this Appendix. It is well worth spending 3s. 6d. to buy one from the Stationery Office."

### Record School Building Programme in Northern Ireland

"The volume of new school building is already at a higher level than ever before and capital investment in excess of £4 million is expected in the year that lies ahead," states the Queen's speech read at the opening of the Northern Ireland Parliament. "The full effects of the raising of the school-leaving age a year ago are now being felt and adequate provision has been made for the increased numbers of pupils in the secondary intermediate schools and in those primary schools at which, for the present, pupils up to the age of fifteen will continue to attend.

"The requirements of existing firms and of new industrial enterprises make it essential to promote advances in the sphere of technical education, and to this end extensive building schemes designed to enlarge the facilities already available are in hand, or will shortly be undertaken, in Belfast and other areas. Special efforts are being made to encourage greater use of day-release schemes for trade apprentices."

### School to Buy Own Swimming Pool

The 950 children of Stourport County Secondary School are working hard to pay for their own swimming pool which is to be opened in May of this year. They are working on a "Million Penny Fund" in order to purchase a new type of "Interlock" swimming pool complete with heating and filtration equipment.

Since the scheme was first announced by the head master, Mr. R. J. Jones, last August, the children have worked incessantly to obtain the money by selling papers, scrap metal, bottles, organizing dog shows and whist drives, etc.

The pool has been designed for the purpose of teaching beginners to swim. Its dimensions will be 50-ft. x 25-ft. The design for depth is original. Instead of running lengthways, it will run sideways. One side will have a water depth of 3-ft. sloping gradually to 3-ft. 9-in. on the other. This will allow a number of children to be lined up along one side of the pool for their swimming lessons.

### School of Puppetry

The fifteenth Roel Summer School of Puppetry will be held in the Cotswolds at Guiting Power from August 14th to 28th.

This year the School will be divided into two groups: one working at Marionettes, and the other at Shadows, Rod-and-Glove and Rod Puppets. Students working in the second group can make both Shadows and a Rod-and-Glove or a Rod Puppet. (Glove Puppets also will be touched on with this group.) Those working at Marionettes will find their time fully occupied with these, for they will be making fully articulated figures from wood.

The School will be under the direction of Olive Blackham and the Roel Puppet Theatre. Students will be accommodated in the village, and will have all meals together at the village inn. Work will be carried on in the village hall, which will be fitted up with work benches and puppet stages.

Details from Roel Summer School, Roel Farm, Guiting Power, nr. Cheltenham.



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## S.G.C. Forum

*Correspondence on any educational subject is invited for this column, but all letters must be authenticated by the signature of the writer, though a nom de plume may be used for purposes of publication. The inclusion of a letter, however, does not necessarily imply that the Editor agrees with all the statements made.*

### Rowney's Factory Fire

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

SIR,—Although the recent fire at our Diana Place colour factory was rather extensive, we find that the position is nothing like as bad as it might have been. In anticipation of an increase in demand, particularly owing to certain propaganda and sampling work we are carrying out throughout the country, we have built up a substantial stock in our warehouse at Percy Street, which is entirely separate from the colour factory and, in consequence, the blow has been greatly lessened.

We are continuing in other parts of the factory and anticipate that certain lines will be in full scale production almost immediately. We also have the advantage of being able to produce in our other establishments, particularly the Pencil Factory. All our formulae are safe, and, in any event we have additional copies, which have been built up and maintained over a period of many years.

We are making arrangements to absorb the staff affected into our other factories, not wishing to disperse a very loyal band of workers who have been with us for many years. The actual damage is not yet ascertained, but will run well into six figures.

It so happens that this fire has taken place at a time when we have begun to distribute a new illustrated Catalogue, showing 6,000 items which are sold by this old established business, which was founded in 1789. Not only do we supply artists, both professional and amateur, and schools throughout the country, but we export to practically every country throughout the civilised world.

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Yours faithfully,

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### Marie Curie Memorial Foundation

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

SIR,—Much public interest has recently been aroused about the importance of a basic knowledge of cancer and its prevention. May I therefore ask for your goodwill to draw the attention of your readers to the facilities offered by the Marie Curie Memorial Foundation for such a purpose?

One of the main objects of the Foundation is to provide the public with information about cancer so that knowledge and optimism may take the place of ignorance and fear of this dread disease. This voluntary organization has prepared a series of pamphlets for this purpose which can be obtained by application to the Secretary, Education and Welfare Sub-Committee, 124, Sloane Street, London, S.W.1. (Tel. : SLOane 1095.)

Yours faithfully,

T. BERNARD ROBINSON,  
Secretary.

### English-Speaking Union Awards

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

SIR,—The Education Committee of the English-Speaking Union of the Commonwealth recently made its annual award of Walter Hines Page Scholarships to teachers. These Scholarships enable the holders to spend periods of from four to eight weeks during 1958 and the Spring of 1959 travelling in the United States, full hospitality being provided.

Two teachers have also received Scholarships to enable them to spend six weeks at the Summer School held at Chautauqua in New York State, with an additional two weeks' hospitality provided by the English-Speaking Union of the United States.

Yours truly,

LILIAN MOORE,  
Secretary, Education Committee.

### Birds'-Nesting

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

SIR,—In spite of recent wintry weather, the birds realize that spring is here and are beginning to build their nests. May I ask your readers to do all they can to discourage children from going birds'-nesting? Many birds will desert a nest that has been touched or disturbed even if no eggs have been taken, so it is important that children and others should learn to watch birds quietly without disturbing them.

UFAW publishes a coloured poster by Fougasse, illustrating the birds' point of view and we shall be pleased to supply a copy free of charge to anyone who is interested and who will display it to advantage. We also publish leaflets on bird recognition which should help to stimulate interest in bird-watching.

Yours faithfully,

MARGARET P. WILLIAMS,  
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## The Role of the School in the Atlantic Community

A study conference of teachers, lecturers and educational administrators met at Harrogate recently to discuss the report "The Role of the School in the Atlantic Community" and recommendations of an international conference organized by the Atlantic Treaty Association and held at N.A.T.O. Headquarters in Paris in 1956. The Harrogate Conference, in a similar way to the Bath Conference of 1957, considered the problem of equipping boys and girls before they leave school with greater knowledge of the international structure of the world to-day, including the Atlantic Community, the organizations serving it and the peoples composing it.

The Chief Education Officer for the West Riding of Yorkshire, Mr. A. B. Clegg, introduced Dr. Ralph C. W. Flynt, Chairman of the Atlantic Treaty Education Committee and the Atlantic Treaty Association, who spoke on the School and the Common Heritage of European Civilization. In his speech he dealt with the problem of presenting to children the "principles of democracy, individual liberty and the rule of law," involved in the Preamble to the Atlantic Treaty. Dr. Flynt stressed the basic principles respected in all western countries, however much they might differ in religious and political beliefs. He compared the North Atlantic Treaty to Magna Carta, a document drawn up to meet certain limited threats which had become the epitome of all concepts of freedom. He believed that these common principles should permeate all our teaching in school and not be confined to the formal teaching of recent history and civics. Every child should be made aware of the danger of attack from a country which would destroy all our fundamental rights and institutions.

The teacher should be responsible for an unbiased view in the classroom but should not be merely a referee between the student and the syllabus. The teacher had a positive part to play; his inspiration and guidance were needed if the student was to realize our danger.

Miss E. Murphy, tutor at Brighton Teachers' Training College, considered that children should be made aware of the facts of N.A.T.O. and the importance of military strength that permitted the free discussion of principles. She thought that the democratic concepts on which N.A.T.O. was based were best taught in informal, impromptu discussion rather than in a formal civics lesson.

Mr. A. G. Buchanan, Senior History Master at Monkwearmouth Grammar School, Sunderland, spoke of the sixth formers' dislike of the domination of America over N.A.T.O. and the remilitarisation of Germany after the Allies' former pledges. Dr. Flynt stated that Americans did not feel themselves to be more powerful than any other country in N.A.T.O. but that it was a common cause. He felt that the remilitarisation of Germany had been inevitable and that it was unrealistic to think she could be transformed into an agrarian

country. The problem had to be regarded from the present.

Miss M. E. Duffy of Harrison Barrow Girls' Grammar School, Birmingham, expressed her concern at an alliance based on fear, which seemed to her a negative, dangerous approach to the future. Dr. Flynt contended that our future was not built on fear but on an idealistic belief in our institutions and the knowledge that these institutions could be destroyed.

Mr. R. Law, Senior History Master at Normanton Grammar School, stated that life as we know it to-day must change, and he was concerned that N.A.T.O. might be interrupting the progress of western civilization. Dr. Flynt replied that N.A.T.O. was defending rights that were basic and must not be destroyed.

Mr. R. Lewis of the British Atlantic Committee suggested that, if we were in earnest about our democratic principles, we should take a more positive stand in their defence. He feared that much of the fervour of nineteenth century democracy had passed to communism.

The secretary general of the Atlantic Treaty Association, Mr. John Eppstein, spoke on the problem of presenting in schools information about the present structure of the world and the place of N.A.T.O. He suggested that it was of vital importance that children should know of our promises to other countries embodied in an important treaty negotiated for us by our Government. He considered the solidarity of the nation to be important and that patriotism should be taught in schools. Children should be enthusiastic about their country's heritage. They should learn too, in his opinion, how the countries respecting freedom had joined together and, under Article 5 of the North Atlantic Treaty, agreed that an attack against one should be considered as an attack against all. This, Mr. Eppstein thought, appealed to all that was honourable and natural in children.

Mr. Eppstein went on to say that the need for N.A.T.O. could be explained in schools by an objective historical account of the events in Europe—the changes on the map—since World War 2. If Russia was not to swallow up more territory we must maintain our alliances. He suggested further that N.A.T.O. should not be studied in isolation from other forms of international co-operation. Finally he stressed the characteristics which distinguished N.A.T.O. from any earlier military alliance—its safeguard of western civilization, its permanent institutions which allow common action to be taken in an emergency, its promotion of economic and cultural relations and its basic obligation that an attack against one of the Treaty countries is an attack against all. These features, he considered, made N.A.T.O. worth studying in Schools.

### Discussion Period.

Mr. H. Harris (Head Master of Normanton Grammar School, Yorkshire) opened the discussion by suggesting

some practical methods of presenting information about N.A.T.O. to schoolchildren. He said that the general ignorance of Russia and her intentions which exists to-day would be countered by a study of the Russian language. Similarly, books of the "semi-adventure" kind about Germany would arouse children's interest in that country. He was strongly in favour of educational visits to N.A.T.O. Headquarters, and particularly to the "S.H.A.P.E. village," where visitors would see an excellent example of educational co-operation in action. With regard to actual teaching method Mr. Harris recommended the use of good reference books, but he also called for a consideration of both sides of the problem by the study of Soviet as well as N.A.T.O. propaganda. The course need not be systematic, nor need it be confined to the sixth form; occasional stimulating lectures or talks to younger pupils would also be helpful.

The following important points arose from the ensuing discussion:

(1) In one school, an "International Club" of sixth formers organized voluntary functions out of school hours and showed much interest in international affairs. They paid particular attention to outside speakers, for example to lecturers from such an organization as the British Atlantic Committee.

(2) In colleges of further education the introduction of a study of International Affairs into an already overloaded syllabus would often be difficult. Moreover, the excessive interest shown by students in narrowly vocational subjects would militate against such an extraneous subject.

(3) The teaching of International Affairs need not be the prerogative of the history master. Its implications could be dealt with in other subjects, e.g., the conflict between Christianity and Communism could be dealt with in the Religious Instruction lesson.

(4) The schools panel of the British Atlantic Committee is discussing the production of a textbook on N.A.T.O. suitable for use in secondary modern schools. This would meet a definite need for the more flexible time-table of a modern school would allow the devotion of more time to International Affairs than is possible in grammar schools. Such instruction should not be withheld from the vast majority of the nation's children who attend the modern schools.

Mr. Dagfinn Austad, Youth and Education Officer, N.A.T.O. then spoke on "Mutual understanding and friendship within the Atlantic Community. How can it be promoted between schools and youth organizations?"

Mr. Austad stated that N.A.T.O. was especially interested in the instruction of youth in the Organization's aims and principles. The aim was to enable young people to see the reasons for its foundation and to stimulate them to continue its work. This was particularly important work because of:

(1) The fact that youths of to-day do not remember the frightening post-war events which led to the formation of the Western Alliance.

(2) The success of the communists in attracting young people from all over the world to their political youth festivals.

In this field, progress had been made by two international conferences. The 1956 Conference in

Paris, called at the recommendation of numerous responsible youth organizations, had been attended by youth leaders from many countries. The Conference had recommended the appointment of an official of N.A.T.O. to deal with youth questions; it had also proposed the establishment (for youth leaders) of courses and facilities for research into matters concerning international co-operation. Essay competitions for youths and exchanges between youth leaders of different countries had also been suggested.

In 1957 a conference of the editors of youth publications had discussed the possibility of including in youth magazines articles about N.A.T.O. and the member countries of the Alliance.

Mr. Austad pointed out that in 1957 only a very limited sum had been spent by N.A.T.O. on youth activities, but he contended that the main impetus in the dissemination of information about N.A.T.O. should come from the member countries themselves.

The speaker emphasized the value of exchange visits between youths of different western countries to help to remove causes of mutual misunderstanding. For example, much might be done in this respect to remove the antipathy towards America shown by youths in France.

Throughout his talk Mr. Austad underlined the fact that youth organizations are chary of dabbling in politics. They were far more willing to work for the fulfilment of Article 2 of the Treaty—to promote international friendship and understanding, especially among members of the Atlantic Alliance. If this fact were clearly grasped, however, much could be done by N.A.T.O. to further its work among the youth of the western world.

#### Discussion.

In opening the discussion, Air Commodore W. F. Langdon (Director, British Atlantic Committee), particularly endorsed Mr. Austad's plea for a larger interchange of visits especially between Europe and America. He also mentioned the forthcoming conference of youth leaders at the Palais de Chaillot. These leaders would represent political youth movements which supported the basic principles of N.A.T.O.

Mr. Austad made the following important points in answer to questions:

(1) He considered that youth work might proceed among people ages eighteen to thirty.

(2) The United Kingdom, the Netherlands, Germany and Scandinavia were the most promising sources of support for N.A.T.O. youth activities. These young people needed more information about N.A.T.O. in order to understand its principles and defend it against attack.

(3) The European Youth Campaign, the Standing Conference of Youth Organizations and the youth organizations of political parties had all given valuable help in organizing conferences.

(4) The Boy Scouts and other world-wide youth associations had to be careful not to alienate their Asian and African members by identifying themselves too closely with N.A.T.O. More help would come from purely national youth organizations.

(5) By making visits to and travel in member countries easier, The Youth Hostels Association gave indirect help in fostering international understanding.

In the concluding discussion both Mr. A. B. Clegg and Mr. John Eppstein (Director of the British Society for International Understanding) advocated a careful and factual approach to the subject of N.A.T.O. in the classroom. Mr. Clegg was particularly concerned that both sides of the argument should be presented to the children. Rear Admiral Sir Arthur Hall praised the support given by the Ministry of Education to the N.A.T.O. Educational Conference in Paris, but also welcomed its fair-mindedness in refusing to make teachers tread the N.A.T.O. "party line."

In conclusion, Mr. A. B. Clegg pointed out the need to make schoolchildren aware of the dangers of the world in which they live, and of the liberties which we must do our best to preserve. He pleaded that everything possible should be done to avert the catastrophe of a third world war, and to bring about international understanding.

### Wilmot Breeden Fellowships

The Wilmot Breeden Group of Companies, whose manufacturing interests include motor vehicle, and gas turbine components, hydraulics and electronics, are sponsoring two Fellowships, each worth £1,000 per annum, one at the University of Birmingham and the other at the College of Technology. An unusual feature of these Fellowships is that the successful candidates will divide their time between the University or College and the Company.

The terms of the Fellowship awards are so arranged that at any one time there will be a Wilmot Breeden Fellow working in association with the University and another with the College. The Fellowships will be advertised every year in March, in "odd" years in association with the University and in "even" years in association with the College. Each Fellowship will normally be held for a period of two years. A candidate for a Fellowship should normally have had two or three years research or industrial experience. He must be acceptable to the academic authority and would be expected to have an honours degree in a University in the British Commonwealth, a Diploma in Technology, or an equivalent qualification. An application for a Fellowship should outline a two-year investigation or project on which the candidate seeks to work.

### Course in Moscow for British Teachers

The Ministry of Education announces that in consultation with the Soviet Relations Committee of the British Council, the education authorities of U.S.S.R. are planning to hold a Vacation Course in Moscow from July 23rd to August 24th this year for British teachers of Russian. The expense of the course will be met by the Soviet authorities; the British Council is meeting the expense of a similar course to be held in Edinburgh for Russian teachers of English. The cost of travel of the British teachers to and from Moscow is under consideration; part of it may be met from British sources.

Interested teachers are invited to write for further details, before the end of April to the Ministry of Education, External Relations and General Branch, Curzon Street, W.1.

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Applications are invited by The Textile Institute for three scholarships. In each case the closing date for receipt of applications is 30th April.

The Rowland Spencer Scholarship, which is valued at £100 per annum for training or research. Those eligible should be in their last year at a public, secondary grammar or secondary technical school, or be engaged already in the textile industry and undertaking a part-time course at a recognized technical college, be University graduates with a degree in textile technology, or associate members of The Textile Institute, or University graduates having degrees in subjects other than textiles. Open to young men of British Nationality by birth, the scholarship is offered under the terms of a trust established in memory of the late Rowland Spencer in Helmsshore, Haslingden, Lancs. All other qualifications being equal, preference is given to candidates from the Helmsshore area.

The Peter Coats Scholarship is for two or three years, to the value of not more than £100 per annum, tenable in the textile department of any technical college in the British Isles, to students at present studying in a secondary grammar school, public school, or secondary technical school, or attending a part-time course at a technical college, who wish to take a course leading to a college diploma or other subjects connected with the cotton section of the textile industry. The scholarship is offered under the terms of a grant from a trust established by the late Peter Coats.

The Textile Institute Scholarship is offered by the Institute for a three years' scholarship, total value £950 for the study of textile technology. The scholarship is open to young men who have been, or intend to be, engaged in the cotton spinning or cotton weaving section of the textile industry of the U.K. Applicants must be under twenty-four years of age at the date of application, and of British Nationality.

## Notice of Price Increase

Recent years have seen considerable improvements in the technique of colour filmstrip production: publishers are now, for example, commissioning photographers to film special material—often overseas—in order to produce strips of maximum value to pupil and teacher.

Parallel with the development in technique has been an improvement in quality reproduction. Educational Productions now announce that after considerable experiment they have finally adopted a new Eastman intermediate colour stock; and they claim that this new stock makes it possible to produce colour filmstrips with the full colour gradations and high definition of original Kodachrome and Ektachrome material.

Improvements in quality bring about increases in costs; the expenses of commissioning special photographers and of installing and operating more advanced production equipment, have to be taken into account.

E.P.'s black and white filmstrips have not varied from their price of 15s. for the past ten years; but from April 1st, they will cost 16s. 6d. Colour strips are increased from 25s. to 27s. 6d. There is to be no increase at all on strips on Junior topics and Religious Instruction.

University students who neglect their studies will be fined in future, the Hungarian Ministry of Culture has decided. From April 1st fines varying between three and fourteen shillings will be imposed on those who do not complete their studies on time. Money collected will aid students in need of financial assistance.

## FILM STRIP REVIEWS

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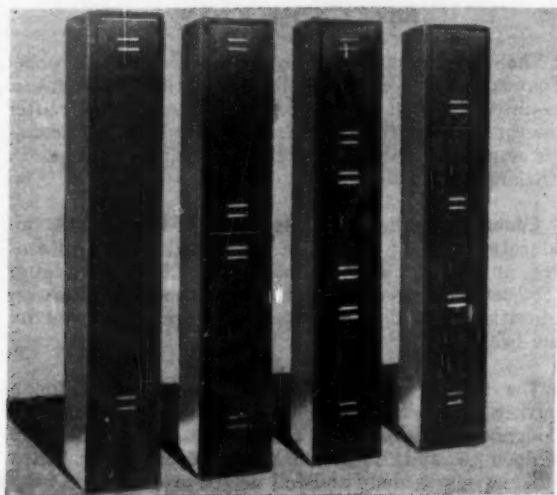
This strip might be regarded as the basic background to most of the series concerning the shaping of the landscape. 11 frames deal with weathering or disintegration of rock, 8 serve to show the results of chemical decomposition, 12 depict mass wasting or movement of material from one place to another and the 5 concluding frames show the climatic stamp produced by five widely different climatic regions. A diagram illustrates a rotational shear slip and the introductory picture of part of the moon's surface serves to introduce exfoliation.

**CGA 754—A Lowland Journey.**—Another in the *Geography of Great Britain in Colour* series, an admirable series complementary to the material available in the well-known black and white *Regional Geography* series. This supplementary material is suitable for a wide age range—for general work in upper Primary and Modern schools and for more detailed work in Grammar schools by reason of the excellent supporting notes.

The imaginary journey takes the student through the counties of Dumfries, Kirkcudbright, Wigtown and Ayr from Carlisle, along the Solway coast by Annan, Dumfries, Castle Douglas and Stranraer; then northwards through the Ayrshire Lowlands via Girvan, Ayr and Kilmarnock. The quiet charm of this countryside is well brought out in some lovely scenes of land and water. Cattle feature prominently to support the fact that in Ayr more than half and in Kirkcudbright almost three-quarters of the total area farmed is rough grazing land. Carsfad Dam introduces the hydro-electric generating stations comprising the Galloway Power Scheme and industries illustrated include granite quarrying, coal mining, oil-refining and carpet manufacture. Prestwick Airport is also shown. A map shows relief and routes, and most of the market towns of the region have been included. 25 frames.

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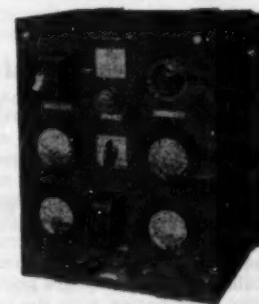
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background, while those showing correct methods are coloured green; the children will therefore have a conscious perception of danger by colour as well as by illustration. The strip is excellent in pointing out the essentials which every child should know about the correct use of his cycle—it does not illustrate the Highway Code but supplements it. To keep the twelve rules in mind Mobil issue a form of certificate which is signed in turn by the child, his parents, and finally the head master of his school. This leads up to encourage as many as possible to take the R.O.S.P.A. 8s Cycling Proficiency Test. The 48 illustrations are simple enough for children to copy in the follow up lessons and the notes provide useful suggestions for project work.

#### **CATALOGUE OF FILMS, STRIPS AND LOOPS. 1957** (The Physical Education Association. 5s.)

The producers state that this is an attempt to compile a comprehensive catalogue on physical and health education and allied subjects; to provide a list of visual aids for the guidance of all those who are concerned with the teaching of the various aspects of physical and health education.

The catalogue consists of 80 loose leaf pages and 5 thumb-index card sections held together by a strong metal filing band which will allow of future insertions to keep the work up to date. Part 1 deals with Gymnastics and Movement Training, Part 2 Athletics, Team Games, Sports and Outdoor and Indoor Activities, Part 3 Dance, Part 4 Health Education and Social Behaviour and Part 5 Remedials. There are columns indicating the title, sale price, hire price, running time or number of frames and notes giving dates of publication and various details. The reference cards for each section are sub-divided so that particular subjects are very quickly traced.

There is a list of addresses of Film Producers and Distributors—the fact that 96 of these are given shows how wide is the scope of the catalogue. The whole is most attractively set out and an excellent guide for ready reference. For the moderate price of 5s. one is saved the drudgery of searching through scores of individual lists.

#### **Agricultural Scholarships**

The Minister of Agriculture, Fisheries and Food announced last month that his Department's scheme of scholarships for the sons and daughters of agricultural workers would be terminated after this year. The usual number of awards will be made this year, but thereafter only those students already holding awards will be maintained.

The main source of assistance to students is the awards made by the local education authorities. In view of the scale on which these are provided the Minister has decided after consultation with the local authority and agricultural organizations that this special scheme, under which only a few awards are made, is no longer required.

After consultation with the local authority associations guidance will be issued jointly by the Ministries of Education and Agriculture, Fisheries and Food to local education authorities on agricultural awards.

Middlesex Education Committee have approved the expenditure of £2,463 for the purchase of 112 films for the county film library.

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## **MISCELLANY**

**The Governing Body** of the National Froebel Foundation announce that the foundation will continue as an educational association and examining body after the three-year teachers' training course becomes general for non-graduate students in the training colleges in England and Wales.

**Education estimates** totalling £354,064, and an education rate of 4s. 3d. in the pound (an increase of 1½d. on the past year), to raise £196,000 of the total of £550,380, which was estimated to be the expenditure on education and allied services have been approved by the Isle of Man Parliament.

**The Dunlop Rubber Company** has renewed for a further four years its £150 a year scholarship at the Loughborough College of Technology. The scholarship is open to students of the prescribed motor industry diploma course there and full details are available from the College or from the Institute of the Motor Industry.

**The Field Studies Council** (in association with the Royal Meteorological Society), will hold a Vacation Course in Meteorology from August 30th to September 6th at Preston Montford Field Centre, near Shrewsbury, Salop, specifically designed for Sixth-Form pupils. This course has proved of particular benefit to those pupils contemplating a career in Meteorology, and/or studying for G.C.E. (Advanced Level) in Physics, Mathematics, Geography or Biology. The number of places is strictly limited and application should be made as soon as possible to the Publicity Secretary, F.S.C., Ravensmead, Keston, Kent.

**To avoid delay** in obtaining replacement of worn-out equipment and fittings in school kitchens and to reduce the clerical work necessary, it is customary, state Middlesex County Council's Education Committee, to authorize the Chief Education Officer, or the local education officers acting on his behalf, to incur expenditure on the replacement of heavy equipment for the school meals service, subject to the financial provision in the approved annual budget not being exceeded. This arrangement, the committee mention, is working well and they have asked the County Council to give authority for it to continue during 1958-59.

**In July this year** an International Apprentice Competition is to be held in Brussels during the International Exhibition. This is not the first time such a competition has been held. The competition began in 1947 as a purely Spanish venture, to select by means of a series of Local, Regional and National Competitions, the best Spanish apprentice in each of various trades. This was extended in 1951 when the winners in Spain competed against boys who had come through a similar series of tests in Portugal. The competition was then opened to any other country which wished to participate. A single competitor went from Britain in 1955, six in 1956 and twelve in 1957. Any firm wishing to submit the names of boys for possible inclusion in the British Team should write to: Director (A.C.), City and Guilds of London Institute, Gresham College, Basinghall Street, London, E.C.2.





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background, while those showing correct methods are coloured green; the children will therefore have a conscious perception of danger by colour as well as by illustration. The strip is excellent in pointing out the essentials which every child should know about the correct use of his cycle—it does not illustrate the Highway Code but supplements it. To keep the twelve rules in mind Mobil issue a form of certificate which is signed in turn by the child, his parents, and finally the head master of his school. This leads up to encourage as many as possible to take the R.O.S.P.A. 8s Cycling Proficiency Test. The 48 illustrations are simple enough for children to copy in the follow up lessons and the notes provide useful suggestions for project work.

#### **CATALOGUE OF FILMS, STRIPS AND LOOPS. 1957** (The Physical Education Association. 5s.)

The producers state that this is an attempt to compile a comprehensive catalogue on physical and health education and allied subjects; to provide a list of visual aids for the guidance of all those who are concerned with the teaching of the various aspects of physical and health education.

The catalogue consists of 80 loose leaf pages and 5 thumb-index card sections held together by a strong metal filing band which will allow of future insertions to keep the work up to date. Part 1 deals with Gymnastics and Movement Training, Part 2 Athletics, Team Games, Sports and Outdoor and Indoor Activities, Part 3 Dance, Part 4 Health Education and Social Behaviour and Part 5 Remedials. There are columns indicating the title, sale price, hire price, running time or number of frames and notes giving dates of publication and various details. The reference cards for each section are sub-divided so that particular subjects are very quickly traced.

There is a list of addresses of Film Producers and Distributors—the fact that 96 of these are given shows how wide is the scope of the catalogue. The whole is most attractively set out and an excellent guide for ready reference. For the moderate price of 5s. one is saved the drudgery of searching through scores of individual lists.

#### **Agricultural Scholarships**

The Minister of Agriculture, Fisheries and Food announced last month that his Department's scheme of scholarships for the sons and daughters of agricultural workers would be terminated after this year. The usual number of awards will be made this year, but thereafter only those students already holding awards will be maintained.

The main source of assistance to students is the awards made by the local education authorities. In view of the scale on which these are provided the Minister has decided after consultation with the local authority and agricultural organizations that this special scheme, under which only a few awards are made, is no longer required.

After consultation with the local authority associations guidance will be issued jointly by the Ministries of Education and Agriculture, Fisheries and Food to local education authorities on agricultural awards.

Middlesex Education Committee have approved the expenditure of £2,463 for the purchase of 112 films for the county film library.

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## **MISCELLANY**

The Governing Body of the National Froebel Foundation announce that the foundation will continue as an educational association and examining body after the three-year teachers' training course becomes general for non-graduate students in the training colleges in England and Wales.

Education estimates totalling £354,064, and an education rate of 4s. 3d. in the pound (an increase of 1½d. on the past year), to raise £196,000 of the total of £550,380, which was estimated to be the expenditure on education and allied services have been approved by the Isle of Man Parliament.

The Dunlop Rubber Company has renewed for a further four years its £150 a year scholarship at the Loughborough College of Technology. The scholarship is open to students of the prescribed motor industry diploma course there and full details are available from the College or from the Institute of the Motor Industry.

The Field Studies Council (in association with the Royal Meteorological Society), will hold a Vacation Course in Meteorology from August 30th to September 6th at Preston Montford Field Centre, near Shrewsbury, Salop, specifically designed for Sixth-Form pupils. This course has proved of particular benefit to those pupils contemplating a career in Meteorology, and/or studying for G.C.E. (Advanced Level) in Physics, Mathematics, Geography or Biology. The number of places is strictly limited and application should be made as soon as possible to the Publicity Secretary, F.S.C., Ravensmead, Keston, Kent.

To avoid delay in obtaining replacement of worn-out equipment and fittings in school kitchens and to reduce the clerical work necessary, it is customary, state Middlesex County Council's Education Committee, to authorize the Chief Education Officer, or the local education officers acting on his behalf, to incur expenditure on the replacement of heavy equipment for the school meals service, subject to the financial provision in the approved annual budget not being exceeded. This arrangement, the committee mention, is working well and they have asked the County Council to give authority for it to continue during 1958-59.

In July this year an International Apprentice Competition is to be held in Brussels during the International Exhibition. This is not the first time such a competition has been held. The competition began in 1947 as a purely Spanish venture, to select by means of a series of Local, Regional and National Competitions, the best Spanish apprentice in each of various trades. This was extended in 1951 when the winners in Spain competed against boys who had come through a similar series of tests in Portugal. The competition was then opened to any other country which wished to participate. A single competitor went from Britain in 1955, six in 1956 and twelve in 1957. Any firm wishing to submit the names of boys for possible inclusion in the British Team should write to: Director (A.C.), City and Guilds of London Institute, Gresham College, Basinghall Street, London, E.C.2.



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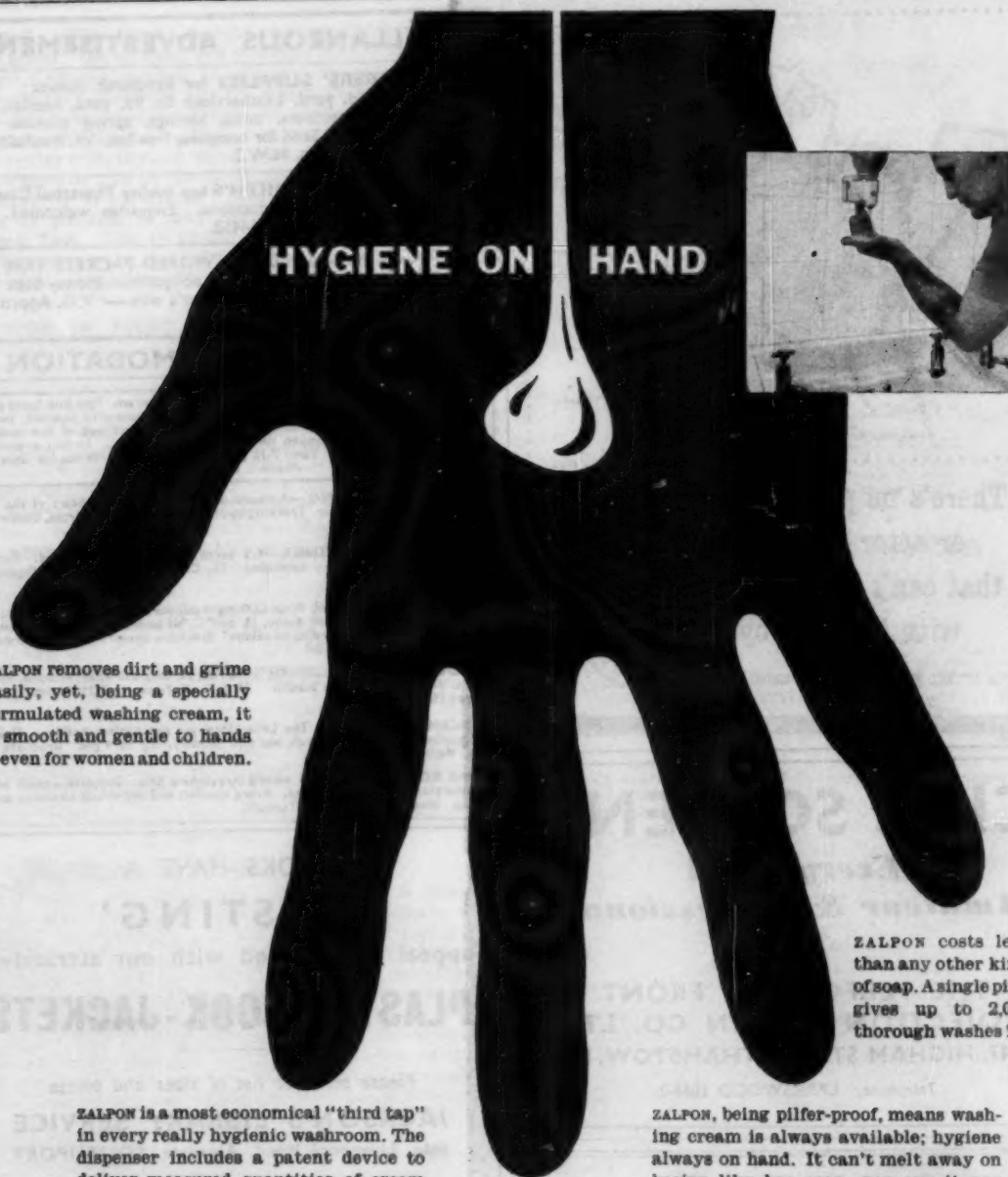
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